

October 2014 Draft – Standards for K-3 Social, Emotional, and Intellectual Habits

Please Do Not Reproduce Or Distribute Without Permission

SUBJECT AREA CONNECTION: Social Studies **DATE:** December 29, 2014 **AUTHOR:** Stephen Armstrong **CONTRIBUTORS:**

Domain: Social and Intellectual Habits		2nd Grade Content Standard
Develop a positive self-concept	Self-Awareness	Self Awareness can be supported through the following standards:
		<ul style="list-style-type: none"> • CIV 2.4-Compare their own point of view with others’ perspectives. • HIST 2.2-Compare life in the past with life today. • HIST 2.3-Generate questions about individuals and groups who have shaped significant historical change. • CIV 2.1-Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
	Sense of self as competent and capable	Sense of self as competent and capable can be supported through the following standards:
		<ul style="list-style-type: none"> • CIV 2.4-Compare their own point of view with others’ perspectives. • ECON 2.2-Identify the benefits and costs of making various personal decisions.
Develop a positive attitude toward learning	Sense of self as a learner	Sense of self as a learner can be supported through the following standards:
		<ul style="list-style-type: none"> • HIST 2.6-Identify different kinds of historical sources. • HIST 2.8-Identify the maker, date, and place of origin for a historical source from information within the source itself. • HIST 2.11-Select which reasons might be more likely than others to explain a historical event or development.
	Curiosity and initiative	Curiosity and initiative can be supported through the following standards:
		<ul style="list-style-type: none"> • HIST 2.5-Compare different accounts of the same historical event. • HIST 2.8-Identify the maker, date, and place of origin for a historical source from information within the source itself. • HIST 2.10-Generate possible reasons for an event or development in the past.
	Cooperation during learning experiences	Cooperation during learning experiences can be supported through the following standards:
		<ul style="list-style-type: none"> • CIV 2.2-Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group. • CIV 2.3-Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. • CIV 2.4-Compare their own point of view with others’ perspectives. • CIV 2.5-Explain how people can work together to make decisions in the classroom.

October 2014 Draft – Standards for K-3 Social, Emotional, and Intellectual Habits

Please Do Not Reproduce Or Distribute Without Permission

SUBJECT AREA CONNECTION: Social Studies **DATE:** December 29, 2014 **AUTHOR:** Stephen Armstrong **CONTRIBUTORS:**

Domain: Social and Intellectual Habits		2nd Grade Content Standard
Identify and understand emotions of self and others	Identifying and Understanding Emotions	Identifying and understanding emotions can be supported through the following standards:
		<ul style="list-style-type: none"> • ECO 2.2-Identify the benefits and costs of making various personal decisions.
	Empathy	Empathy can be supported through the following standards:
		<ul style="list-style-type: none"> • CIV 2.7-Describe how humans have tried to improve their communities over time. • GEO 2.5-Explain how humans affect the culture and environment of places/region.
Develop positive interpersonal relationships	Social Awareness and Interpersonal Skills	Social Awareness and Interpersonal Skills can be supported through the following standards:
		<ul style="list-style-type: none"> • CIV 2.1-Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • CIV 2.2-Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group. • CIV 2.5-Explain how people can work together to make decisions in the classroom. • CIV 2.6-Identify and explain how rules function in public (classroom and school) settings.
	Responsible decision making and social problem solving	Responsible decision making and social problem solving can be supported through the following standards:
		<ul style="list-style-type: none"> • CIV 2.5-Explain how people can work together to make decisions in the classroom. • ECO 2.1-Explain how scarcity necessitates decision-making. • ECO 2.2-Identify the benefits and costs of making various personal decisions. • GEO 2.5-Explain how humans affect the culture and environment of a place/region.
	Conflict Resolution	Conflict Resolution can be supported through the following standards:
		<ul style="list-style-type: none"> • CIV 2.1-Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority. • CIV 2.3-Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. • CIV 2.5-Explain how people can work together to make decisions in the classroom. • CIV 2.6-Identify and explain how rules function in public (classroom and school) settings.

October 2014 Draft – Standards for K-3 Social, Emotional, and Intellectual Habits

Please Do Not Reproduce Or Distribute Without Permission

SUBJECT AREA CONNECTION: Social Studies **DATE:** December 29, 2014 **AUTHOR:** Stephen Armstrong **CONTRIBUTORS:**

Domain: Social and Intellectual Habits		2nd Grade Content Standard
Executive Function	Working Memory and Meta-cognition	Working Memory & Meta-cognition can be supported through the following standards:
		N/A
	Cognitive Flexibility	Cognitive Flexibility can be supported through the following standards:
		N/A
	Self-regulation of impulses and emotional reaction	Self-regulation of impulses and emotional reaction can be supported through the following standards:
		<ul style="list-style-type: none"> • CIV 2.1-Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority. • CIV 2.2-Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.
	Managing attention and behavior	Managing attention and behavior can be supported through the following standards:
		N/A
Logic and Reasoning	Critical and analytical thinking	Critical and analytical thinking can be supported through the following standards:
		<ul style="list-style-type: none"> • HIST 2.3-Generate questions about individuals and groups who have shaped a significant historical change. • HIST 2.5-Compare different accounts of the same historical event. • HIST 2.10-Generate possible reasons for an event or development in the past. • GEO 2.4-Explain how the environment affects people’s lives.
	Applying known information to new experiences	Applying known information to new experiences can be supported through the following standards:
		<ul style="list-style-type: none"> • GEO 2.3-Use geographic representations to identify cultural and environmental characteristics of place. • HIST 2.4-Explain perspectives of people in the past to those of people in the present.

October 2014 Draft – Standards for K-3 Social, Emotional, and Intellectual Habits

Please Do Not Reproduce Or Distribute Without Permission

SUBJECT AREA CONNECTION: Social Studies **DATE:** December 29, 2014 **AUTHOR:** Stephen Armstrong **CONTRIBUTORS:**

Domain: Social and Intellectual Habits		2nd Grade Content Standard
	Reasoning and problem solving	<p>Reasoning and problem solving can be supported through the following standards:</p> <ul style="list-style-type: none"> • HIST 2.5-Compare different accounts of the same historical event. • HIST 2.10-Generate possible reasons for an event or development in the past. • HIST 2.11-Select which reasons might be more likely than others to explain a historical event or development. • GEO 2.2-Use geographic representations to describe places and interactions that shape them. • GEO 2.3-Use geographic representations to identify cultural and environmental characteristics of place.
Symbolic Representation	Symbolic representation	<p>Symbolic representation can be supported through the following standards:</p> <p>N/A</p>
	Pretend or symbolic play	<p>Pretend or symbolic play can be supported through the following standards:</p> <p>N/A</p>